

Stilgebauer Award 2010 – Application Form Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project	
Project Name: The Fable Project	
School Regional Area	<input checked="" type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name Prospect Heights School District 23	
District No. 23	
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* Joe Behun	* jbehun@d23.org
* Melissa Klein	* mklein@d23.org
* Lora Robertson	* lrobertson@d23.org
* Liz Russell	* lrussell@d23.org
*	*
School Name MacArthur Middle School	
School Street Address 700 N. Schoenbeck Road	
School City, State, Zip Prospect Heights, IL 60070	
School Phone Number 847-870-3879	
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name Carolyn Ranieri	
Nominator's Phone # 847-870-3850 x111	
Best Contact Time 8-9 am and 3-4 pm	
Nominator's Email cranieri@d23.org	

Please attach the Project Summary to this form and send to Learning Technology Center
One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

1. **Project Descriptive Title** – The Fable Project
2. **Project Abstract** – After students learn the structure of a fable, they will create their own original fable. In partners, students will learn how to upload pictures from a digital camera or scanner, and combine the use of computer applications to create a visual representation of their fable which they will present to the class.
3. **Grade level(s)** 7th grade
4. **Subject area(s)** – Reading and Language Arts
5. **Technology resources** – Digital cameras and scanner; ComicLife, iMovie, iPhoto, Internet image search, servers or flash drives for storage and presentation; possibly Inspiration to map out the fable
6. **Other materials used** – textbook and classroom notes
7. **Standards** - State Standards: 2B: Stage G #2 and #6; 3A: Stage G #3; 3B: Stage G #5 and # 10; 3C: Stage G #5 and #7; 4B: Stage G #1, #4, and #5; 5C: Stage G #1, #2, and #4
ISTE Standards: 1A, 1B, 2A, 2B, 2D, 3B, 3C, 4B, 5A, 5B, 6A, 6B, 6C
8. **Process** - Since students enjoy and use technology everyday, this gives them an opportunity to create a project that they may not otherwise make. I could just have the students type their fables and hand them in, but this allows them more freedom, creativity, and choice in how they want their fable presented. Also, these computer applications can be used for other classes and projects so an introduction or practice with these software programs will give them more options when creating further media presentations.

Students will have the opportunity to be responsible for learning. I have already taught them about the structure of fables. Now it's their turn to apply that knowledge to a story they create. They then decide how they want to visually/orally represent their fable for the presentation.

For this project I think the students will be energized by learning because the content is short and direct (just the way they like it) and technology is involved. The students have known about this project for a few days now, and they keep asking, "Are we going to start the project today?" "How about today?"

This project is also collaborative because students will be working with a partner and guidance from me to create the presentation.

I think the project is challenging from a Reading and technology point of view. Students must first create a fable showing they understand the structure and then navigate iMovie, ComicLife, or PowerPoint for the presentation.

The project is multidisciplinary because it combines the genre of fables from Reading, the creative writing aspect of Language Arts, and the use of iPhoto, ComicLife, PowerPoint, iMovie applications. It also incorporates flashdrives,

digital cameras, scanners, servers, and more for Technology.

9. **Integration** - The most effective way to show that students comprehend/learn is to teach or explain the topic to someone else. The fable unit transformed student learning by providing multiple opportunities to make decisions, check for understanding, present to an audience, tap creativity, and truly demonstrate their knowledge. Not only did students learn how to create and recognize a fable, they also learned how to collaborate, achieve consensus, and share responsibility with pride.

10. **Reflection** - What will I need to do, be aware of, and/or gather while teaching the Unit in order to answer these questions?

Since this is the first time I've done this, I'll be paying attention to everything - How the students work together, how proficient they are with the applications, how long the project takes, what technological issues come up, and if I made a good choice of programs to use.

What was effective?

Students did a wonderful job of combining their hand-drawn images into the digital slideshow using voiceovers, sound effects, and music. Using iMovie gave the presentations a much more professional look. The original project called for students to present live to the class while they played their video. By recording the voiceovers in the computer lab, students were able to read their stories without feeling nervous and could rerecord if they were unhappy with how they read the fable.

What wasn't effective?

When students were ready to record voiceovers, there really wasn't anywhere quiet for them to go. Because I wasn't comfortable sending them elsewhere in the building, students had to record either in the computer lab or in the library itself. Because of this, there is a lot of background noise on many of the voiceovers.

What will I do differently next time?

I would have students choose one method of importing their hand-drawn images into the computer (scanner or digital camera). This first time, I had students use both. The pictures look different depending on which method is chosen and for continuity sake, I would have them choose one. Also, many students seemed to have a preference and didn't like having to use both because one was more time consuming than the other. Halfway through the recording process, I discovered that the library has many microphones that can be hooked up to the computer. This would help cut down on the amount of background noise in the voiceovers. For most of the project, I had students saving the presentations to one of the group member's servers. While taking up a lot of space, the projects were also inaccessible to students if their partner was absent. Next time, I would have the students save the project to the computer rather than in their server or use GoogleDocs for sharing info. This way, students could access the project anytime they needed to.